



PROCLAMATION

- WHEREAS: Early intervention programs for children with handicaps from birth to three years old are voluntarily provided in 243 school districts in Minnesota; and
- WHEREAS: Educational psychologists, researchers, and various other professionals have demonstrated that the earlier the intervention, the greater the ultimate dollar savings and the higher the rate of educational attainment; and
- WHEREAS: It is estimated that for every one dollar invested in high quality pre-school programming, there is a three dollar reduction in public education costs; and
- WHEREAS: The executive branch and the Commissioners of Education, Health, and Human Services support the development of coordinated interagency systems for identification and delivery of services to handicapped children from birth through three years of age;
- NOW, THEREFORE, I, Rudy Perpich, Governor of the State of Minnesota, support the existing early intervention programs and strongly encourage other school districts and educational agencies to replicate these programs for their young children.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the Office of the Governor of the State of Minnesota to be affixed at the State Capitol this sixth day of November in the year of our Lord one thousand nine hundred and eighty five, and of the State the one hundred twenty-seventh.

*Rudy Perpich*  
GOVERNOR

# INDEPENDENT SCHOOL DISTRICT NO. 16



## Board of Education Building

8000 Highway 65 N.E.  
Minneapolis, Minnesota 55432  
(612)786-5570

April 1986

Dear Fellow Educators:

Recently a member of the Governor's Council on Developmental Disabilities brought to my attention the fact that during the 1984-85 school year 52 percent of the public school districts in the State of Minnesota served at least one handicapped youngster in the permissive age range, from birth to three years of age. This information both surprised and pleased me since our school district, Independent School District No. 16, has been providing for all its handicapped children in this age range since 1978. The subsequent educational growth these children have shown has been most gratifying.

In addition, it also appears that over an extended period of years the financial costs incurred by our district in providing these services has been minimal. Early intervention has had a salutary effect upon these children's subsequent educational progress and success.

Since this matter is currently receiving state legislative attention, I felt it necessary to share with you some of our district's experiences and perceptions.

I have been pleased to be part of that group of educators and state residents who have made special education services available to these children, even though the services are currently permissive and not mandated. It is our opinion that this effort will have long-range benefits, not only for our district and for these children and their parents and guardians but also the state and nation as a whole.

Sincerely,

Chris L. Huber, Ph.D.  
Superintendent of Schools

CLH/cwr

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April 1986

Sherburne and Northern Wright County  
**SPECIAL EDUCATION COOPERATIVE**  
*Becker - Big Lake - Elk River - Monticello - St. Michael-Albertville*  
Administrative Building, Box 897 Monticello, Minnesota 55362

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Linda Ayers, EMH-SLD  
Sally Cleland, Speech  
Sandra Fink, PH.D., MH-ECSE  
Work Experience  
Bill Miller  
Psychologists James McDermott  
Mary Patnode  
Jan Davis  
Robert Lopno

Dear Directors of Special Education:

The Governor's Council on Developmental Disabilities has asked me to write a letter regarding services in Minnesota for children birth through three years of age who have handicapping conditions. This population has been a source of much controversy and discussion by legislators, public agencies, and private agencies for several years.

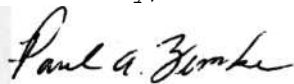
Currently, some school districts and cooperatives have established programs for children with handicaps under age four and others have contracted for services with other agencies. The State Department of Education indicates that 52 percent of the school districts in Minnesota have offered services to one or more children in this category.

During this past legislative session a bill was passed to mandate services to three year old children with handicaps beginning with the 1986-1987 school year. A study will be conducted during the next two years on the feasibility of extending mandated services to the birth through two years age group.

With this in mind, the members and staff of the Governor's Council on Developmental Disabilities prepared the enclosed packet of materials for all school district Superintendents in Minnesota. It is now being sent to all Directors of Special Education. The purpose is to provide you with information about some of the services that do exist for the birth through three population including funding and contact persons for you to get further information. The goal is to expand the birth through three program so that more school districts serve this age group.

Early intervention is a high priority and all efforts toward it are important. We applaud those of you who have such programs and urge others to begin providing services to the birth through three population.

Sincerely,



Paul A. Zemke  
Director of Special Education

PAZ:csb

# You can make the

## Difference for whom?

Iowa and Nebraska have served children from birth to 21 with handicapping conditions for the past 10-15 years, respectively. Based on this actual experience, 1 percent of the children from birth to 2 years need educational services; 2 percent of the 3-year-old children need educational services, and 6 percent of the 4-year-old children need educational services.

According to the school census conducted in Fall 1984, the following table presents the estimated number of children who need educational services:

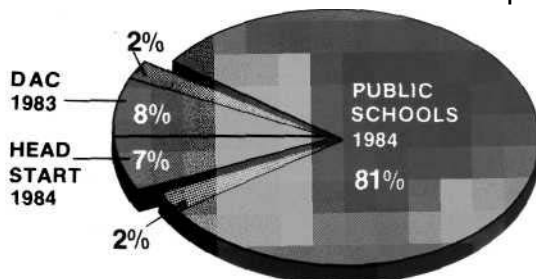
Number of Children with Handicaps Who Need  
Educational Services in Minnesota

Age	1984 Census Count	Incidence	Number of Handicapped Children Needing Educational Services In Minnesota (estimated number)
Birth	45,191	@ .010	452
1	50,700	@ .010	507
2	54,611	@ .010	546
3	56,793	@ .020	1,136
4	59,494	@ .060	4,036
5	64,243	@ .062	8,323

1,505  
13,495

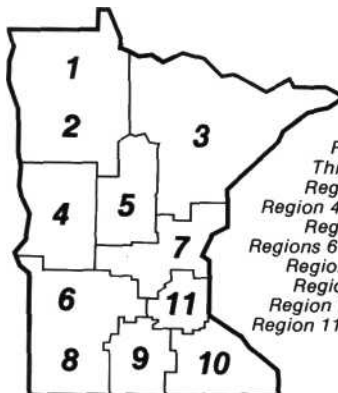
Public schools, developmental achievement centers, and Head Start provide services to children in this age group. The pie chart below reflects the number of handicapped children currently receiving services:

Number of Children with Handicaps Receiving Services+



TOTAL 10,966 Birth-2 3-5

+Duplicated counts exist, e.g., schools may have contracted for services with developmental achievement centers, etc.



Regions 1 & 2  
Thief River Falls  
Region 3 Eveleth  
Region 4 Fergus Falls  
Region 5 Staples  
Regions 6 & 8 Marshall  
Region 7 St. Cloud  
Region 9 Mankato  
Region 10 Rochester  
Region 11 Minneapolis

According to incidence rates recognized by the ARC-US, 3 percent or 6,219 children in our state are potential recipients of early intervention services.

# difference!

## Where can the difference be made?

Presently, 243 school systems are voluntarily providing early intervention services to children birth to 3 and their families. Fifty-three developmental achievement centers are serving 2,284 children in this same age category.

Educationally sponsored programs are providing a wide range of services to meet the needs of young children as demonstrated in the examples below.

You can make the difference by beginning programs for these young children or further expanding the services you have so ambitiously begun!

There are children who are unserved and underserved.

There are several models in providing services. These four examples of public schools provide the lead with other health and human services agencies:

Freshwater Special Education  
Cooperative  
Early Education Program  
North Fifth Street Staples,  
MN 56479 (218) 894-2438  
Special Education Director: Earl  
Mergens  
Early Childhood Coordinator:  
Mary Jo Hofer  
Enrollment in Birth-3 Program: 15  
Program:  
Center-based, home-based, parent  
involved  
Criteria:  
State recommended criteria  
Staff:  
Licensed teachers, aides, occupational  
therapist consultant, physical therapist,  
speech clinician, adaptive physical  
education teacher  
Interagency Agreements/Contracts:  
Between the Cooperative and the following  
agencies: Todd County Social Services,  
Todd County Department of Public Health,  
Paul Bunyan Special Education  
Cooperative, Mid-State Special Educational  
Cooperative  
Funding:  
Todd County Social Services, state aids,  
local levy, federal  
Dawson-Boyd ISD #378

Sherburne & Northern Wright County  
Special Education Cooperative  
Administrative Building  
Box 897  
Monticello, MN 55362  
(612) 295-5185  
(612) 421-6178 Metro  
Special Education Director: Paul  
Zemke  
Early Childhood Coordinator:  
Sandra Fink, Ph.D.  
Enrollment in Birth-3 Program: 10  
Program:  
Center-based, home-based,  
combination of home/center,  
parent involvement  
Criteria:  
State recommended criteria  
Staff:  
Licensed teacher, aide, speech clinician,  
physical therapy consultant, occupational  
therapy consultant, psychologist (testing  
only)  
Interagency Agreements/Contracts: Between  
the Cooperative and Sherburne County Social  
Services and between the Cooperative and  
Stearns County DAC  
Funding:  
Sherburne County Social Services,  
state aids, local levy, federal  
Spring Lake Park Public Schools  
8000 Highway 65, NE  
Minneapolis. MN 55432

# Why make the difference?

According to developmental and educational psychological research, the rationale for early infant intervention services for handicapped children is based on four premises:

- 1) Human behavior at any point represents a series of elaborations of previous behavior from simple to complex beginning at birth.
- 2) The acquisition of motor, cognitive, and language skills is interrelated.
- 3) Social behaviors are learned in infancy.
- 4) Failure to learn also begins at birth.

Across six programs whose data could be pooled, there was a significantly lower rate of assignments to special education among children in the early intervention group (13.8 percent), compared to control group (28.6 percent) according to Lazar.

Early intervention does produce changes in the behavioral repertoire of a wide range of severely handicapped children as stated by Bailey and Bricker in 1984.

Eighty percent of children completing special education preschool programs were doing well in less expensive regular education classes in follow-up studies. (Minnesota birth to 3 needs assessment.)

# How to make the difference

Currently, a variety of agencies are serving our children.

The type and level of services varies across the state. The services tend to be more readily available in heavily populated areas. Often the location of a child's home determines whether services are readily available or totally inaccessible.

Through cooperative ventures such as those outlined in the highlighted programs, i.e., interagency agreements between county social services, developmental achievement centers; public and private agencies; and early intervention programs could be available in all parts of Minnesota.

With creative and cooperative agreements children from birth to 3 could have access to services that would make major differences in their lives.

You can make the difference by providing programs for all children with handicaps from birth to 3 to assure: 1) a uniform referral system for expediting identification of young children with delays in development; 2) more equality in assessment and provision of services across the state; and 3) coordination of services to provide the framework to meet the needs of these young children are built into the educational system.

The image shows the words "Early Intervention" written in a large, white, cursive script. The letters are thick and have a slightly distressed or hand-painted appearance. The text is set against a solid black rectangular background.

Dawson-Boyd Elementary School Box S  
Dawson, MN 56232  
(612) 769-2001

*Principal:* Vern Stevens

Montevideo Special Education  
Cooperative 301 North 1st Street  
Montevideo, MN 56265 (612) 269-9243

*Special Education Director:* Dave Peterson

*Interagency Facilitator:*  
Sally Buhner

*Enrollment in Birth-3 Program:* 9

*Program:*  
Center-based and home-based

*Criteria:*  
State recommended criteria

*Staff:*  
Teacher, aide, occupational therapy consultant, physical therapy consultant, speech therapist, hearing impaired consultant, vision impaired consultant

*Interagency Agreements/Contracts:*  
Between the following agencies: Dawson-Boyd Public Schools, Madison Public Schools, Bellingham Public Schools, Marietta-Nassau Public Schools, Head Start, Lac Qui Parle Family Services Center, Countryside Nursing, Educational Cooperative Service Unit

*Funding:*  
County, local levy, state aids, federal

For more information, call:

Special Education Department of  
Education 825 Capitol Square Bldg. 550  
Cedar St. St. Paul, Mn 55101 (612)  
297-3619

(612) 796-5570

*Special Education Director:*  
Gladys Murray

*Early Childhood Coordinator:*  
Barbara Pihlgren

*Enrollment in Birth-3 Program:* 4

*Program:*  
Center-based, self-contained, center-based mainstreamed; home-based, parent involvement

*Criteria:*  
State recommended criteria

*Staff:*  
Licensed teachers, aides, speech clinician, adaptive physical education teacher, occupational therapist, physical therapist, consultant for children with hearing impairments

*Interagency Agreements/Contracts:*  
Children's Home Society of Minnesota, Minneapolis Children's Medical Center, Anoka County Community Action Head Start, Centennial Public Schools, St. Anthony Public Schools, Columbia Heights Public Schools, Spring Lake Park Community Services, Spring Lake Park Secondary Occupational Food Services Program

*Funding:*  
Local levy, state aids, federal

